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ABSTRACT

This guide was developed to help improve the decision-making ability of educators who evaluate innovations. It suggests evaluative criteria for assessing an educational innovation. The format allows the evaluator to analyze the benefits and costs of an innovation step-by-step by providing information for the applicable innovation characteristics. Developers and promoters of exemplary innovations could use the categories in the guide to furnish consumer information on their products. A worksheet for major cost items is included. A related document is available as VT 015 606 (RIE, January 1973). (MF)

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INNOVATIONS EVALUATION GUIDE

an evaluation tool for innovation consumers in vocational-technical education

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WHAT IT IS

The Innovations Evaluation Guide is an instrument to help improve the decision-making ability of educators who evaluate innovations. The Guide classifies innovations by their characteristics in a manner which facilitates their evaluation by potential adopters.

WHY IT WAS DEVELOPED

Educators often lack pertinent information upon which to base their decisions. Use of this Guide will reduce the risk of failure due to an oversight in considering essential information. This aid to making a more rational decision suggests evaluative criteria for assessing an innovation.

HOW IT WORKS

The format of the Guide allows the evaluator to do a step-by-step analysis of the benefits and costs of an innovation. By providing information for the applicable characteristics, the evaluator can gain support and approval from those who are affected by his decision. Developers and promoters of exemplary innovations can use the categories in the Guide to supply consumer information on their products.

WHO CAN USE IT

The Guide can be used by any educator who has the task of evaluating innovations. Potential users include such people as classroom teachers, school administrators, state supervisors of exemplary programs, local educational agency project directors, state department personnel, teacher educators, research and development center personnel, and research coordinating unit personnel.

WHEN TO USE IT

Educators should find the Guide most helpful when an innovation needs to be considered for adoption. It can also be useful as an evaluation tool to assess an innovation which is in the trial stage of adoption.

WHAT IT IS NOT

This Guide does not attempt to assess community or organization needs for innovations. The identification of problems and the mobilization of resources are the prerogatives of decision-makers in educational agencies.

> Since the purpose of this Guide is to assess innovations rather than local situations, the educator must know his needs and be able to identify problems which exist. At this point, the Guide is useful in evaluating innovations as possible solutions to the perceived problems.

Information on the development of the Innovations Evaluation Guide can be obtained from the Final Report, The Classification and Evaluation of Innovations in Vocational and Technical Education, Research Series No. 71. This research was conducted at The Center for Vocational and Technical Education, The Ohio State University, by William L. Hull, principal investigator, and Randall L. Wells, research associate.

A limited number of single copies are available upon request from the Product Utilization Specialist at The Center. Permission to duplicate this Guide will be granted by The Center upon request.

BENEFITS

INDIVIDUAL PUPIL GROWTH

- **Rate of Learning**

  What effect will the innovation have on the rate of student learning?

- **Scope of Learning**

  How does the innovation affect the number and type of learning experiences and/or skills to which the students will be exposed?

- **Attitude**

  What effect on attitudes can be attributed to the innovation (i.e., community, students, teachers, administrators)? Are there any experiences which assist the students in the development of their self-concepts and their abilities to relate to other individuals?

PROGRAM OPERATIONS

- **Efficiency**

  What information is available which will allow a cost/benefit analysis of the innovation? How does this analysis compare to the present status or other alternatives?

- **Effectiveness**

  What evidence indicates the innovation can achieve the required objectives to our satisfaction?

SOCIETY AND THE ECONOMY

- **Entry and Advancement in an Occupation**

  What effect does the innovation have on increasing the opportunities to acquire job entry skills? Does the innovation include activities which will contribute to promotion and satisfaction on the job?

- **Economic and Social Efficiencies**

  What effect will the innovation have on productivity and costs to society in relation to such items as wages, occupational mobility, and school dropout rate?

- **Social Values**

  What attempts will be made to create an awareness of society in the students through the teaching of concepts concerning institutions, laws, cultures and social problems?

- **Community Involvement**

  What benefits will accrue to the school and community after installing the innovation? What effect will the innovation have on such items as school and community relations, and the public image of the school?

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CREDIBILITY

- Validity

  What evidence indicates that the innovation can achieve its objectives?

- Reliability

  Where has the innovation been tested previously? How similar are these settings to our situation?

ASSURANCE CONTRACT

- Warranty

  To what extent does the developer and/or promoter warrant the soundness of the innovation? Who is responsible for assuring the services of the innovation?

  What types of consultation and services are provided by the sponsoring agency to warrant the product?

COSTS

FUNDING

- Costs

  What is the cost per unit over time? Will the innovation involve a saving?

- Sources of Dollars

  How can the innovation be funded? Must the cost be borne locally, or is assistance available wholly or in part from state, federal, or public sources such as foundations? What are the possibilities of reallocating present budget items to accommodate installation?

- Availability of Dollars

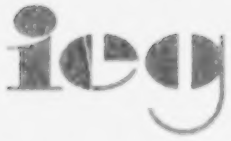
  What processes and/or procedures must be followed to acquire the necessary funding? Is the local educational agency in a position to expend its own money and be reimbursed later, or are funds from other sources available prior to expenditure?

- Proportion of Dollars Available from Different Sources

  In what proportion are funds available from other sources? Do matching funds have to be local funds?

- Limitations of Use of Other than Local Funds

  What limitations are placed on the use of other funds? Can funds be used for instruction only, equipment and instruction, or equipment, supplies and instruction? Can funds be used for items such as construction, food, transportation or consultants?



TIME CONSIDERATIONS

* Installation Time

How much time does it take to get the innovation working?

* Lead Time

What deadlines are placed on activities prior to the operating date? How much time is necessary to order and receive items such as texts and materials? How much time is necessary to order, receive, and install equipment? Will the innovation require teacher orientation or advanced teacher planning time?

* Planning Time

How much time must be devoted to planning by a teacher, coordinator or administrator during each week?

* Operation Time

What amount of time is required by the innovation in daily preparation, classroom activities, meetings, etc.?

* Cyclical Considerations

What characteristics of the innovation dictate that it be installed at a particular time during the calendar or academic year?

INSTALLATION CONSIDERATIONS

* Acceptance

What barriers can be anticipated from the community, school personnel, or students concerning the installation of the innovation?

* Complexity

What is the extent of involvement necessary to install the innovation? How many staff members, students, schedules, classrooms, laboratories, or schools are involved?

* Divisibility

What are the requirements concerning extent of installation? Can it be trial tested by the adopting unit before complete installation of the total product?

* Policy Changes

What changes in policy on the state and local level are necessary in order for the innovation to be successful? (i.e., procedure for a field trip on local level; certification changes on state level)

INSTALLATION CONSIDERATIONS (cont.)

- Types of Assistance

  In the innovation is an installation type of task it requires many adjustments? Are additional materials or training activities necessary?

- Training

  What training is there to install that the innovation will work in our situation?

- Assistance

  What assistance can be used to overcome initial problems prior to obtaining the workability of the innovation?

ORGANIZATIONAL CHANGE

- Changes in Roles

  What interruption of routine is required by the innovation due to responsibility of classes, retraining of teachers, sharing of facilities, etc.?

- Effect on Staff Operations

  What effect will the innovation have on the present structure? Does it create a need for a separate division or department?

- New Chains of Command

  What changes in duties and/or responsibilities are necessary for successful operation of the innovation?

- New Relationships among Groups

  What new kinds of relationships among departments or grade levels will be necessary for successful operation of the innovation?

PERSONNEL NEEDS

- Quantity of Staff

  What additions to the staff are required? How many part-time or full-time people per unit are needed?

- Teaching or Other Experience

  What staff experiences are necessary for successful operation of the innovation? Do leaders need to have a knowledge of the community?

- Personnel Development Required by the Innovation

  What requirements are necessary for the development of certain role attributes, skills, and competencies not presently possessed by personnel? Is the present staff capable of, and willing to handle the personnel development necessary for the success of the innovation? Are consultants available?

SPACE REQUIREMENTS

- Space (Housing)

  Are present facilities sufficient? If not, what physical facilities are necessary to house the innovation?

- Space (Land Use)

  What acreage is necessary for installing the innovation?

- Arrangement of Space to Other Programs

  Does the success of the innovation require close proximity to ongoing programs or present facilities? On the other hand, is a separate location desirable?

- Acquisition of Needed Space

  What are the options to acquiring needed space for the innovation? (i.e., donation, purchase, lease, rent, build)

EQUIPMENT REQUIREMENTS

- Hardware

  What are the major items of equipment or their components necessary for the operation and success of the innovation?

- Software

  What supplies are necessary for the operation of the innovation?

WORK SHEET FOR MAJOR COST ITEMS

Types of Costs		PHASES: Planning		Installing		Continuing	
		Innovation	Alternative	Innovation	Alternative	Innovation	Alternative
Personnel:	Administrative						
	Instructional						
	Clerical						
	Consultant						
	(Other)						
Facilities:	Building Space						
	Equipment						
	Supplies and Materials						
	(Other)						
Operating Expenses:	Travel						
	Printing and Communications						
	Repairs and Maintenance						
	Overhead						
	(Other)						
	Sub-totals						

Total Cost

*Per Unit/Per Time

*Per Unit (i.e., cost per pupil, cost per school, or cost per state, etc.)
Per Time (i.e., per instructional hour, per year, etc.)

The Innovation will benefit:

_____ Students
_____ Teachers
_____ Administrators
_____ The School
_____ The Community
_____ The State
_____ The Economy
_____ Society
_____ Program Operations
_____ (Other) _____

The Innovation is:

_____ Acceptable
_____ Feasible
_____ Adaptable
_____ Divisible
_____ Valid
_____ Reliable
_____ Warranted
_____ (Other) _____

The installation requirements are:

_____ Funding
_____ Staffing
_____ Housing
_____ Equipping
_____ Organization Change
_____ Policy Change
_____ (Other) _____
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